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ABSTRACT

This paper begins with a discussion of the origins of Chilean television, including its channels, programs, and transmission times, and how education for television has arisen in Chile as a defense against its influence. The initial concern of sociologists' about this influence and later development of ideas and programs by a number of institutions within the country are described, including projects at three of these institutions. A research program is highlighted which was developed by the Universidad de Playa Ancha de Ciencias de la Educacion to provide instruction for primary and secondary pupils in the use of television as a means of social communication. Background on the development of this project is provided, and the theoretical model on which the program is based is analyzed from the standpoint that education is a process of dialogue in which the educator and those being educated are active participants, and that the educative process can be given in distinct forms of human communication. The model encompasses three areas labeled demythification, alphabetization, and self-analysis. The need to develop methodologies with low cost implementation is emphasized as an area of concern, and it is suggested that research centers be formed, training programs be established, and work carried forward with help from other countries. (22 references) (CGD)

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" EDUCATION OF THE TELEVIEWER IN CHILE "

Prof. Miguel Reyes T.

Paper Presented to

The 1986 International Television Studies Conference

1986

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A.1. THE ORIGIN OF CHILEAN TELEVISION.

None of the information which I have read on this theme has been quite as impressive and clear as my own childhood memories as a twelve year old. The parents of Manolo, my boyhood friend in the Scouts, had bought a television set and I found this to be an irresistible novelty. I enjoyed the privelege of frequenting my friend's house and even more so once I was invited to watch television. In those days, the Catholic University of Valparaíso (U.C.V.), which was only three blocks from Manolo's house, had started experimentals broadcasts and the few families lucky enough to have a television set, had rushed to fit aerials so that they could receive the programmes.

I enjoyed the programme "Man Faced by the Universe", a cultural programme directed by professor Wadim Prauss. Manolo's younger sister, stood up from time to time, walked over to the television and tried to see if little men were visible inside it.

Chilean television broadcasts started in Valparaíso in 1957 (1), although both the UCV and another university, but in Santiago, were carrying experiments in closed circuit transmissions during 1956. The objectives of this closed circuit transmission were purely instructional.

The "60s" were years of expansion for Chilean T.V.. The experimental stations of the UCV, U.C.CH., and the U.Ch. were already broadcasting as cultural and university channels. One can say that the cultural and instructional uses of television were developed in parallel form: from a mathematics class given by the teacher to 100 students in each of eight rooms to sports programmes such as the classic university football match between the U.C.Ch. and the U.Ch. Television belonged to the universities, was born in them and this was appropiate

since they were cultural centres.

Towards the end of '60s (18th of September 1967) the State Channel started its broadcasts and in as early as 1970 a law was passed to regularize and sanction situations which existed by fact, such as only the universities and the State had the right to operate T.V. channels through corporations established by public law and governed by the statutes of the respective university.(2)

"By giving Chilean T.V. this particular legal statute, our society had understood that this media was very important and that it ought to be studied under an operational regimen and social responsability". (3).

The debates on making Chilean T.V. private have not finished. The first important wave of discussions took place before the 70's but still continue. Some important economic sectors and in particular a company involved in social communication have not ceased to insist on this by various means in order to achieve the creation of a private channel.

The T.V. channels receive an important State Grant from the national budget so that they can operate; however, in 1975 (4), the form of financing was modified and a mixed system, in which the major part of the finance is provided by the channels, mainly revenue from commercial publicity, was created: the State provides the lesser part to provide funds for programmes of national interest. The State Grant really finances the "Cultural Programmes" shown by the different channels. The other programmes are paid for entirely by commercial sponsors. Since, obviously, it is more economic to buy canned productions than to produce national programmes, these occupy most of the programme hours.

A.2. T.V. CHANNELS AND PROGRAMMES.

2.1. Channels.

There are 5 T.V. Channels in Chile.

- Chilean National T.V. (TVN) which is state owned and covers all national territory(5).
- Catholic University of Chile TV (UC), based in Santiago and covering Valparaíso (119 km to the coast), Concepción (531 km south) and Temuco (675 km south).
- University of Chile TV which transmits from Santiago and covers the central zone including Valparaíso.
- Catholic University of Valparaíso TV (UCV) which re-transmits in Santiago and to La Serena in the north (430 km).
- University of the North TV. which operates only in that zone (1,370 km north of Santiago).

The following table gives the number of hours of T.V. broadcasting per day in the Central Zone (IV, V, VI and Metropolitan Regions).

TABLE 2. Average Transmission Hours per Channel.

Channel	Average hours per day	
	hrs.	min.
National	18	30
U.C.	15	45
U. of Chile	9	15
U.C.V.	4	10
Total	47	40 (6)

A study of Chilean TV, carried out at the end of 1984, showed that the daily transmission varied from 46hrs 46min. and 50hrs. 57mins., taking into consideration the 4 channels covering the central zone, which is the most densely populated. According to this study, the

average is of 48hrs. 37min. per day. (7)

2.2. Programmes.

The highest frequency of broadcasting per type of programme daring a 4 week period is as follows:

TABLE 1.

Type of Programme	Frequency		Porcentage
	hrs.	min.	%
Full-length Feature Films	234	18	17.26
Children's	219	36	16.13
News and Journalism	204	15	15.04
Serials and miniserials	157	13	11.55
Soap operas	130	40	9.60
Educational and Cultural	128	34	9.34
Competitions and shows	120	41	8.89
Magazine	64	20	4.70
Sports	37	30	2.75
Religious	33	9	2.44
Musical	31	12	2.29
TOTAL	1,361	18	100 %

2.3. 6 Minutes x 48.

If Chilean T.V. has economic problems why do the channels broadcast so many hours each day?

The answer is to be found in the multiplication of 6 x 48 = 288 minutes. The Chilean T.V. channels are legally allowed 6 minutes of commercial publicity for every hour broadcasting, since commercial spots represent their main source of income, they transmit for as many hours per day as they can. Lamentably this is only possible if the programmes are cheap; therefore, an important quantity of medium to low cost programmes, whose quality cannot be good, are

bought.

In the table shown in 2.1. seems rather out of place but, without wishing to praise my own city, I believe that it is necessary to point out that UCV TV ceased being a "competitive" channel over three years ago because of the economic crisis and its consequent reduction to the status of a division of the university and operates on the basis of funds available from the university's general budget showing cultural programmes supplied by embassies and children's programmes of its own production.

A.3. CHILD CONSUMPTION OF T.V.

3.1. The Television caramel which lasts for 1,400 hours.

Over 5 years ago now, when the news media began to circulate the figure of 1,400 hours, it was considered to be a scandal. This represents the annual average TV consumption of Chilean children: 3 hours 58 mins. each day.

If these figures are projected, one can say that, after being at school for 12 years, the average pupil has spent the equivalent of 2 years for 24 hours each day watching television (8). It would seem that these figures are not reducing since it is estimated that the latest daily average is of 4hrs. 30mins. and phenomena such as unemployment increase the number of hours during which the T.V. is left switched on in homes.

If we reconsider some of the figures given in table 2, it is interesting to note that, next to films, the most frequently shown programmes are those for children. The percentage is higher than those for news and journalistic programmes.

Recently, something curious has happened in Chilean T.V. As already explained, UCV-TV does not compete with the major channels and,

because of this, has taken calculated risks as an innovator. The risk is low but the success rate is often high. This channel shows children's programmes at the time usually reserved for the news (20.00 - 21.00 hrs) and, in many homes where there is only one TV set, the children have managed to change their parents from watching the news. At times it appears that the children's programmes on UCV-TV have a higher audience rating than the news on National TV. (9)

3.2. What do Chilean Children Watch?

I remember a talk given by the Head of Studies of the National Council for T.V. during a seminar on Children's TV. His theme was "Programmes for Children" and, to the amazement of his audience, he began by showing a video of a commercial spot. He said, "But this is what children watch most often". (10)

It is true that children see all that their parents allow them to watch on TV and many times, secretly and by subterfuge, those which they are not allowed to watch.

The true children's programme, thought up by adults for them, is barely part of what they see and it might well not be the most important part. Many tele-serials and late-night films are the conversation for pupils at break-time.

But, by all means, we refer to the true children's programmes.

The following statistics refer to screening hours for national and foreign programmes:

TABLE 3.

Annual Hours of Childrens Programmes 1984(11).

	National		Foreign		Total	
	hrs.	min.	hrs.	min.	hrs.	min.
UCV TV.	99	59	190	34	290	33
U. of Chile	37	59	432	37	470	36
TVN	204	10	381	03	585	13
UC	73	59	281	11	355	10
Totals	416	07	1,285	25	1,701	32

More than 75% of children's programmes are foreign. In the last 5 years the figure has never fallen below 70%. In 1983, the figure was 86% and, lamentably, much of that which was shown was bought laking only its to price into consideration. The majority of the cheap programmes come from Japan and the USA.

The percentages over 4 years (1981-84) show us clearly how children's TV programming is padded out by foreign material. The following table shows country; year and percentage(12):

TABLE 4.

Country	1981 %	1982 %	1983 %	1984 %
USA	47,32	56,21	59,30	62,87
Japan	27,08	22,08	17,04	8,47
Chile	20,07	14,10	13,66	24,45
Mexico	4,84	2,42	1,34	0,93
France	0,16	0,55	1,05	1.08
England	0,12	1,25	2,57	0,76
Germany	0,19	1,00	1,69	0,62
Argentina	0,22	0,17	0,51	0,36
Spain	-	1,12	0,22	-

Country	1981 %	1982 %	1983 %	1984 %
Venezuela	-	-	2,62	0,46
Brazil	-	0,20	-	-
Italy	-	0,06	-	-
Totals %	100%	100%	100%	100%
Totals hrs.	2,703,08	3,486,35	1,178,20	1,701,32

74.79% of these programmes (1981-84) are cartoons and 25.21% with live actors.

The latest figures are hopeful in that there appears to be a slight increase in the % age of national productions shown. In 1985 the % age rose to 28.72%. In any case, there is a strong movement in the national production of children's programmes and various bodies exist to stimulate this. (13).

B. THE FIGHT AGAINST T.V.

It is not appropiate to show Pedagogy in Social Comunication Media as a struggle against Television nor is it my intention to do so; the reality in Chile is that Education for Television has arisen as a defence against television's influence.

The first concern shown was by, as in other parts of the world, Sociologists with the later development of ideas and programmes by private colleges and by institutions within the Roman Catholic Church.

The truth is that I do not have any basis to claim that the projects I will describe can be considered by their initiators as of Media Education since their objectives, as such, are widely different.

Four Projects being developed:

1) A Social Project.

Background:

The Centro de Indagación y Expresión Cultural y Artística (CENECA) (Centre of Investigation and Cultural and Artistic Expression) is developing a programme for T.V. A series of courses, directed at teachers, parents and comperes of cultural and religious programmes, was started in April of 1982.

The manner in which these course are carried out can be found in the brochure "Education for Television" in which the authors also include dialogues which took place during the courses. Broadly speeking the course includes information on television and games.

The publication of this brochure has generated the need for self-sufficient material for Education for Television. Because of this, the material "Module of Education for T.V." was published towards the end of 1983 and reprinted in 1984. (14).

This material, consisting of different units, is directed by preference towards work with young people. It is designed as material for monitors with no previous experience. Another module for the juvenile section of the community has been published recently.

Objectives:

According to CENECA, the education of a critical viewer is located in the strategies of "attenuation of the influence of these media" (15).

Faced by a television production and programming which, to achieve certain socially desirable objectives, does not consider appropriate the value of democracy, participation and plurality amongst others, rises the alternative of viewers who, supported by their own abilities, act discerningly and with selectivity, showing themselves as an active force which makes demands on the media and exercises an effective social control over them.

The "Module of Education for T.V." was desinged to bring about an attitude of critical observation towards the different types of television message.

Education for T.V. is understood to be a process consisting of a social actor uble to present and exercise pressure over the television broadcasting. By this means, a deliberate action at the pole of reception - the formation of a critical viewer - can affect the pole of transmission, thus contributing to the democratization of the sistem by giving power to the participative capacity of the social actors in specific materials of social life (traditionally left in the hands of specialists or exclusively political actors), as are television and the other means of social communication.

The purpose of this project is to achieve the participation of the organized community in the policy decisions of communication and

society and especially in the control of television broadcasts.

Methodology:

In relation to the methodological options - consistently with the objective of achieving a change of attitude towards T.V., an active methodology was conceived, with participation and emphasis given to the game of life, which, in a situation of group learning, would allow the participators to gain accumulative knowledge as to how T.V. produces its messages, so that later, once procedure knowledge was obtained, productions with the most apt options, could be made.

The monitor's role was conccived of as making information available to and stimulating the groups involved in the process. The transfer of information and clear knowledge was discarded; therefore, the monitor did not have to be an expert on T.V.

Better still, a relationship of mutual affectaton, in which the group and the monitor were going to produce the knowledge and apprenticeship, was conceived. The Module contains 11 units:

1) Speaking with images.
2) Discovering the codes.
3) Producing the news.
4) Programming musicals for Radio and T.V.
5) Producing T.V. and cinema images.
6) Watching the "soap opera".
7) Watching the television serial.
8) What does information mean for T.V.?
9) A commercial break.
10) Infant and Juvenile programmes for T.V.
11) Programming the television.

CENECA has continued its work oriented to specific sectors and

generating specific methodologies.

Hence a module entitled "T.V. and Active Reception" (16) has been finished this year for youth groups in city districts and is presented by the Vicaría de la Pastoral Juvenile - the Curacy for Pastoral Work with Youth of the Archbishopric of Santiago since there is no other channel of contact with youth groups from diverse, working class sectors.

The methodology was improved relative to monitor participation and the unit structure itself. This ultimate work has shown the need for better monitor preparation, making the self-sufficiency of the previous material relative and designing a Training Guide for Monitors as an annexe to the text.

Future Plans:

CENECA's work in the field of education for T.V. originates and is projected in a line of transformation for society, particulary in the sector of communication.

Work in the populated districts and in diverse social groups continues. The pioneer support of this team adds to its capacity to generate material, a wide sociological vision of the problem in the context of which Education for T.V. has influence as an element.

2) A Committed College.

The course "Learning to See" (17), which was developed in the college "La Maisonnette" in 1983 is, perhaps, the only experience in Chile which commits an educational institution to the systematic formation of people to take educational advantage from T.V.

It is important to note that, in the preprimary and primary levels in which the course was developed, in the year 1983 alone almost 300 teaching hours were dedicated to the subject and more than 500

pupils attended the course.

Background:

The course was born, as its authors say, as a reply to a joint anxiety of the Parents' Association and the teachers themselves, who had been working on the theme in the sense that the majority of the pupils were over-exposed to the media, lacking on the other hand, elements which would allow them to discriminate between quantity and quality of the programmes.

In particular the need to develop a course of T.V. alphabetization was based on various facts:

- A study carried out in 1981-82 showed that the pupils, especially pre-primary and primary, watched television for from 3 to 4 hours each day which meant that, over the year, more time was spent in front of the T.V. than in the classroom.
- It is an undeniable fact that television has become a very patent socializing agent which is as powerful, if not more so as the college and the family in the transmission of values and culture. Recent research has shown that its importance is at least equal to that of family and college.

Objectives:

Without doubt the principal problem which has motivated the La Maisonnette team has been the great quantity and diversity of television material shown which inevitably a break in the pupils as for as the values which both family and college want to form.

The course has created the following general objetives:

To protect the integral development of the pupil's personality, teaching her to be selective and critical when watching T.V. To create a distance between pupil and media. To create the capacity

of selection. To create the habit of discrimination, rejection and appreciation of the T.V. programme contents.

The specific objectives created are:

1) To distinguish between "image" and "reality".

2) To distinguish between "truth" and "likeliness".

3) To distinguish between the types of television.

4) To distinguish ethical values.

5) To distinguish aesthetic values.

6) To have a technical understanding of the media.

7) To distinguish cultural patterns.

8) To develop the pupil's creative capacity in the correct use of the media.

Apart from achieving a result with the pupils, the course aroused the interest of the majority of parents, guardians, teachers and directors of the college in 1984.

The method, which has been used, is mainly active with diverse group techniques: there is a statement of a technical framework with the instructions and, later, some group dynamics. In certain cases programmes were planned or filmed by the pupils.

Future Plans:

The action of the course "Learn to see" has already spread to different colleges in the sector through the interest of head teachers and directors of parents associations.

This extension of the experience has created a demand for similar courses in other colleges.

On the other hand, the joint and individual action of people in these colleges, has resulted in personal approaches being made to the National Television Council to remove from the programmes some

types of cartoons and publicity spots which can be criticized from an educational point of view.

3). An Option of the Church.

The programme of Education for Television offered by the Department of Social Communication of the Roberto Bellarmino Foundation has been developed since 1983 with the aim of making easy the reading of T.V. messages. (18).

Background:

On the basis of the following it is proposed that the Programme be used in the normal educational system at Primary and Secondary levels:

a) the frequently expressed necessity of teachers and parents to face up to the action of T.V. in those fields where there is usually a contradiction of the school's formative aims.

b) the ohortage of experiences which are aimed at giving an understanding of T.V. language to pupils who, according to all existing evidence, are televiewers and, in many cases, tele-addicts.

c) the increasing potential of the scholastic system when educators are convinced to adopt an innovation.

Since this is an initiative of the Roman Catholic Church it is vinculated in and diffused through Church Schools and the educational bodies of the diocese; however, its richness allows it to be projected towards other educational institutions.

Given the perspective of the Programme it is necessary that the institutions, rather than individuals, are committed to prepare teaching and methodological resources for the work.

As far as this is concerned, the Centre has developed two great

actions: the offer of practical courses in the dioceses for the formation of teachers (in Concepción alone, more than 300 teachers have participated) and the design of a curriculum for primary and secondary schools. This has been published under the title of "Programme of Education for T.V." (19).

Objectives:

The practical formation course for teachers is of 24 teaching hours and has the following aims:

1) Introduce the teachers to perceptual language by means of activities which show the tension which exists between this type of language and that which is conceptual, analysing the implications they have in both the television and teaching planes.
2) Introduce the television phenomenon through activities which allow the analysis of personal attitudes towards the different types of television and the consequencies which this brings for the educative activity.
3) Analyse the Programme of Education for Television by means of the discussion of the relation between T.V. and education as process of cultural communication.

The Curriculum is based on the objective of the Programme: "Create the conditions in which the pupil can progressively develop a critical attitude towards television from the perspective of being an agent in the Civilization of Love.

The Programme is carried out in four large units the contents of which are separated in 6 levels according to the division of primary and secondary education. The units are: 1) Communicating ourselves, 2) The T.V. and our Lives, 3) What T.V. offers us, and 4) Expressing our creativity. These have caused the following objectives to be

stated respectively.

- Identify and evaluate the communication processes in which they participate.
- Clarify the role played by T.V. in their lives and social environment.
- Analyse the content and format of the T.V. programmes preferred by the majority.
- Sample some alternatives of the creation of the communication processes.

Future Plans:

The work of the Bellarmino Centre has, by all standards, proved to be laudable for its projection towards other parts of the country in which a private or Church college may be affected by the problems which arise from the interpretation and control of T.V. messages.

4) A University Project.

We could start by saying that:

"The purpose of Education in the Social Communication Media is to make the reader, listerner and spectator capable of knowing and understanding better the Media in their context and of making intelligent use of them according to their own needs". (20)

A specific aspect of Media Education is the education of the televiewer that which is, in any case, closely linked with education in the use of other Media such as the radio or the press. The emphasis given to Education for T.V. by our pr ject is due to its greater impact compared with that of the others. From this point of view it would seem logical to start Media Education with T.V.

We want to make known the development of a research programme aimed at the education of primary and secondary pupils in the use of T.V. as a means of social communication. This project was started by

the Universidad de Playa Ancha de Ciencias de la Educación (U.PLACED) and is applied in different educational fields in the 5th Region of Chile.

The final purpose of the project is to contribute to the improving of the quality of primary and secondary education in the Region by taking advantage of commercial T.V. with educative criteria.

Background:

Since 1982, many experiences have been generated in the area of the education of the televiewer and these have formed the basis of the project "Educación del Escolar Telespectador Activo" (EETA 84-85) (The Education of the Active Televiewer of School Age). On the basis of a project which was presented to the Department of Education of the Municipality of Quilpué in March of 1982, the project "Education of the Televiewer", (21) directed at the pre-primary pupils, was formulated and developed. The intention was to elaborate and apply a methodology appropiate for teaching televiewers of that age group not only to read by to discriminate between the heterogeneous messages contained in programmes and commercials. This project achieved a diagnosis of pre-primary pupils as televiewers in the cities of Valparaíso and Viña del Mar through the coordinated efforts of research workers acting as guides to students preparing their thesis. (22)

Towards the end of 1982, the idea of continuing work with Kindergarden level children was discarded. The research work had shown a lack of need at that level and established the priority of working at the family level instead. It became urgent, therefore, tor prepare monitors, who could work at family level, in the active reading of the media, especially with T.V.

The visit of Dr.F.Gutiérrez, Director of the Latin American Institute

of Pedagogy of Communication, was invited to our institution by OLEALC-UNESCO and this allowed us to arrange the seminar "Family-TV-Child" (23) with the participation of teachers, research workers and students. Gutiérrez's work on Family Education for T.V. to modify family relations starting from T.V., is one of the few, existing Latin American methods.

At the start of 1983, an important number of contributions made by foreign research workers in the field led us to reformulate theoretical models and try out some foreign methodologies which, because of their low implementation cost, seemed appropiate for our needs and resources. Bruce Horsfield's methods for an introduction to T.V. language, were proved in colleges and schools in Valparaíso 1983 and 1984 and are still in use (24)

Between May and November of 1983 practical course on the Education of the Televiewer were given in Providencia (25) and Concepción (26) with the aime of forming teams of monitors from the ranks of primary and secondary school teachers. The course was iniciated by the Sub-Secretarial of Education with the academic support of our institution (U.PLACED).

These pilot programmes have constituted an important experience in the field of team formation. Each team consists of a guide, a teacher and a parent.

Hypothesis:

The theoretical model, on which the project is based supposes that education is a process of dialogue in which the educator and the educated are actors and not spectators. More over, the educative processes can be given in distinct forms of human communication (inter-personal, collective or objective). In a collective communication process of the media, for example, a child watching

television, the receiver assumes the condition of a patient (or passive spectator) and it is impossible to carry out educative processes. On the other hand, if the child assumes the part of an actor (acts as a receiver) it is possible to educate him. The active situation implies that the spectator can either take advantage of the message or leave it to one side according to his needs.

Educate people in Media use means developing a critical awareness; the stimulation of an understanding of the reality of the Media; the development of the ability to understand the construction of media messages and the stimulation of the custom of self-questioning in the receiver.

Methodology:

Without doudt, such education should consist of the active participation of the educated in the construction of messages, etc., and not by lecture room techniques with the educated having to memorize.

The socio-economic reality of the environment in which we work is very varied; therefore, one may suppose that the technical resources for the preparation of teaching material are also very varied. Without doubt, some methodologies which use high cost technology (colour T.V., reproductive equipment and video recorders, etc.) give excellent results. However, we think that the most important thing is to develop methodologies with low cost implementation which can easily be used in many Chilean and Latin American schools, especially in those remote from urban centres and also those of low financial resources in urban centres.

4.1. Project Development: Area Development.

One of the most important tasks carried out in the project EETA

is that which we call "Area Development".

We have considered various models for the education of the televiewer (and in general those of media education). Some of them are excellent for their simplicity and aptitude for problem visualization. For example, the Method of the West Australian Education Department integrates the areas of Visual Codes and Media Studies; Gillian Corban sectorizes 5 areas - techniques, the public, Communication Media, the nature of construction and the agents. (27)

Charles Xuereb, in a star scheme, separates and integrates the Communicator, Methods, Situation, Receiver, Content, Purpose, etc. However, these models and others we have considered seem to neglect some area and, at other times, not recognise problems. (28)

We have partly adopted the model of Jean Pierre Golay, (29) Director of the Centre for Initiation to the Cinema, Communications and audio-visual media of the Department of Public Education, Lausanne, Switzerland. It gives the guarantee of considering wider areas so that aspects neglected by the others, such as the self-analysis of the receiver's motivation, are integrated.

Area 1.) "Demythification"

Objective:

To know and appreciate the television media in order to bring it nearer to the pupil televiewer's reality.

The televiewer ought to be able to understand:

a) the people who work in T.V. and their real tasks.

b) the technical means at the disposal of T.V. as technology, and

c) the structure of T.V. as a company and the institutions related to it.

Area 2.) "Alphabetization"

Objective:

To know and to have a command of television language.

To understand the different types of T.V. message and their meaning:

The pupil televiewer ought to be able to manage image language, understand and express himself with images, distinguish what is real from the representation of reality and imaginative, understand the distinct types of message and their meaning.

Area 3.) "Self-Analysis"

Objective:

To become aware of the needs motivations and necessities which T.V. produces in the viewer.

The pupil televiewer will be able to recognise his own needs which are satisfied by T.V.

The motivation which appear reflected in T.V. messages.

The pupil televiewer will be able to describe his reactions which are caused by watching a T.V. programme.

In its basic essential the model is simply a communicational scheme of transmitter-message-receiver but it is reformulated in terms of a media (T.V.) and of an objetive which is Education in the use of the media.

4.2. State of Experimental Work.

a) Training Programme for Teams of Teachers.(30)

We planned the first cycle of courses on the Formation of the Televiewer, offered jointly to the Municipality of Valparaíso and the Department of Education of the Bishopric of Valparaíso due to the need to detect particular T.V. reception situations in the region and to be able to count on prepared teams to test and generate methods suitable for use in Secondary and, by preference, Primary Education.

The cycle of courses for teachers aims firstly at satisfying a real

necessity of the teachers in the area of Pedagogy in Media so that they will be able to recognise how to take advantage of television messages for pupil education and secondly, to train a group of teachers so that in their own schools, they test methods for the Education of the Televiewer designed elsewhere, developed by EETA or created by themselves.

The cycle of courses was offered to teams previously selected by their institutions to ensure support and continuity of experience. To some extent the teachers trained in the courses commit themselves to the project EETA of U.PLACED.

b) T.V. beyond the screen. (31)

In the area of "demythification" a pilot programme with 7th and 8th year primary school pupils from a college in Valparaíso was developed. Their lack of education for watching T.V. was diagnosed and material was prepared for two stages - pre-research and research- with the objective of bringing the child closer to the reality of television. The method generated in this pilot programme is characterized by its low cost and its possibility of being applied with few resources in distinct environments of primary education: 5th. to 8th. years.

c) Publicity and Adolescents.

In the "alphabetization" stage the research work was directed towards the understanding of a determined type of T.V. message and a team of research workers has constructed and tested a pilot programme for the analysis of commercial publicity by adolescents. It is fitting to note that while there is, generally speaking, both bibliography and research on T.V. and children, there is a shortage of research on the influence of T.V. on adolescents.

d) **Family Education and T.V.**

As far as the area of Self-Analysis is concerned, we have considered that the most appropiate context to achieve our objectives is that of the family. From this point of view, it became necessary to state the problem in more precise terms and to develop apt methodologies. It does not seem possible to solve the scholastic problems of the televiewer if there is no support from the family. Some experiences in this field have shown us that it is useless to insist that a pupil apply a determined norm for T.V. viewing if the parents are not willing to modify their conduct or accept the norm for their child.

As a result of this study and the detected results, material was prepared for a "Parents School" on the Education of the Televiewer, that which has been given in state, private and grant-aided schools in Valparaíso. Also this method of family education for T.V. has been designed so that it can be applied with few material resources.

4.3. National Congress.

The University of Playa Ancha has supported the development of National Congresses on Pedagogy of Social Communication Media.

The first took place in January of 1985 with the theme of "Education of the Televiewer" in which, as already remarked, there is an accumulated experience. This congress allowed specialists concerned about teaching how to view TV. to exchange ideas. A specialist from Sao Paulo took part and developed the project "Critical reading of Social Communications" (32)

At this moment we are preparing the 2nd. National Congress and we have thought that it should start with Pedagogy in the Media of Press and TV due to the complementary characteristics they have.

One hopes to draw closer the work of those involved in Social Communications to that of Educators concerned about taking advantage of the media. The theme "Educating with Press and TV", we hope, will allow a future and more exact projection of the work done in Pedagogy of the Media in Chile.

C. THE FUTURE OF PEDAGOGY IN M E IN CHILE AND IN LATIN AMERICA.

It is not wise to predict what may happen either in Chile or in Latin America in this new discipline.

However, one can be sure that, as far as teaching how to view TV is concerned, we in Chile have good experience. There are 4 current projects and others about to start while in the rest of the southern zone there are only 2.

Generally speaking Pedagogy in the Media cannot be developed without research. We think that research centres should be formed and training programmes drawn up for Media Education teachers while it is not really possible to modify or improve the curricula of teacher training, colleges to include Media Education.

Tentative moves are already being made towards this. U.PLACED has prepared sucha a programme and presented it to international bodies for development in some Latin American countries. The creation of a Centre of Pedagogy in the Media, which could coordinate research and development in this area is also being considered. On the other hand, it might be possible to develop Pedagogy in Media and the Education of the televiewer as courses shown on TV itself. This might well be the better way although its high initial and running costs would be difficult for us to meet.

Foreign Support and Aid.

We can say quite thruthfully that, up until now, most of this aid and support has been very kindly given either by individuals or institutions. The Media Education library which we have consists mainly of donations.

We have recieved special help from Australia where various specialists, and in particular Dr. Bruce Horsfield, formerly of Riverina College but now of La Trobe University. This aid has not only meant resources but also the invaluable opportunity to work with Dr. Horsfield for a month (Nov. 1985) in Valparaíso. Similary, Dr.Len Masterman of Nottingham University, England has stimulated our work and given us his permanent support.

Our situation as a developing country does not allow us to transfer many solutions but we can, with the support of specialists from other countries, create our own solutions to the original problems we have to face in Media Pedagogy in Chile.

We believe that, with the continued aid of countries such as Australia and England, we will be albe to develop this important area of education, integrate disciplines such as Education and Social Communication and thus achieve a better education for our children: our future and our hope.

QUOTATIONS AND REFERENCES

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2. (Ley de Televisión). Law 17.377 published 24th. of Oct. 1970. Republic of Chile. Title I. Article 2. says textually:
   "The only bodies which can establish, operate and exploit television channels in national territory are the following institutions:
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3. FUENZALIDA V. "Studies of Chilean Television" (Estudios sobre la televisión Chilena) CPU. Santiago 1984[2] p.16.
4. In 1975, the "Chilean Television Fund" was created under Law 1086 in which State Grants are established for the upkeep of Chilean National Television's network (35%) and to finance programmes of national interest.
5. It has 112 relay stations throughout Chile.
6. The information is taken from the local daily newspaper "El Mercurio" week 7-13th. April 1986. The figures appear to be less than those given by other sources of information which in my opinion, is due to the fact that the programmed hour is dilated at times and the woman's programmes really much later.
7. ROJAS M.CARLOS. "Distribución de programas de T.V. exhibidos en la región metropolitana" - Distribution of T.V. programmes shown in the Metropolitan Region - MINEDUC.
   Work documents 1984. The data given refers to programmes shown between the 26th of Nov. and the 23rd. of Dec. 1984.
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